Date:	August 2019	**Review Date:**	August 2020

Anti-Bullying (including Cyber Bullying) Policy

At Tarbiyyah Primary School (TPS) we want to maintain a safe, secure and welcoming environment where bullying will not be tolerated. The co-operation of learners, staff, parents, carers and guardians is required so we will utilise our policy to work towards the effective elimination of any form of bullying.

Islam strongly condemns any form of oppression. There are many references to this in the Quran and the Sunnah (the practice of Prophet Muhammad (may the peace and blessings of Allah be upon him) such as:-

"O you who believe! Let not a group scoff at another group, it may be that the latter are better than the former; nor let (some) women scoff at other women, it may be that the latter are better than the former, nor defame one another, nor insult one another by nicknames. How bad is it, to insult one's brother after having Faith? ……" (Al-Hujurat 49:11)

And in a Hadith Qudsi (a report directly from Allah to Prophet Muhammad may the peace and blessings of Allah be upon him) it states:

'O My slaves, I have forbidden oppression for Myself and have made it forbidden amongst you, so do not oppress one another.' (Reported by Muslim)

Our approach to bullying

In Islam we are taught to love for each other what we love for ourselves, and that having excellent adaab (manners and character) at all times is an essential element in our dealings with each other. This is integral to our Islamic ethos, and will be incorporated into our curriculum to raise awareness of the school's views and as a means of educating learners about the school' expectations. The issue of Bullying will be included in the Person, Social and Health Education (PSHE) and Islamic Studies (Tarbiyyah) programme taught to all learners.

Additionally TPS will:-

• use all Staff, Children, Parents, Carers and Guardians as a positive resource in countering Bullying

• encourage active discussion by promoting one-to-one / learner-mentor / teacher support / School Councillor to build communication and trust and hence building a platform for open dialogue between children, as well as with Teachers, in order to bring bullying out into the open

• give help and on-going support to victims

• ensure that all accessible areas of the school are supervised at break, lunchtime, between lessons and at the end of the day

• make the unacceptable nature of the behaviour and the consequences of any repetition clear to the bully and their parents, carers or guardians

• Supporting the victim of bullying in ensuring that they retain a positive self-image and in building their self-esteem.

What is bullying?

Bullying is defined as:

Behaviour by an individual or a group, repeated over time, which intentionally hurts another person either physically or emotionally. It can often involve the misuse of power by an individual or group towards one or more people.

It is important to make the distinction between bullying and friends 'falling out' with each other. Falling out is an inevitable part of a child's life that they need to learn to cope with. A single incident involving conflict – aggression, intimidation or nastiness – is also not bullying.

Certain types of bullying are obvious, i.e., **physical** attacks on people, such as hitting, pushing, barging, and mobbing in a queue - all intended to hurt or upset the victim.

There is also **nonphysical** bullying, e.g. verbal abuse, making fun of someone's name, looks intelligence, size or race; taking someone's bag or possession: threatening someone: excluding someone from a particular group or event or activity: extorting someone's homework to copy: putting pressure onto someone to lend money, **cyber** bullying (referring to bullying though information communication technologies) and **homophobic** bullying.

But there are also types of bullying behaviour which are not so obvious, but rather **indirect**. They may seem to be excused as 'just having fun', but they can cause distress or pain, and so are unacceptable; e.g. 'gentle' ribbing, tripping up someone 'for fun', throwing around someone's pencil case. There is a very fine line between friendly teasing where the 'victim' shares the joke and the kind of teasing which upsets the victim even if he or she tries not to show it.

Prevention

At TPS we use a variety of methods for helping to prevent bullying through our educational programmes including.

- PSHE (Knowledge and Understanding of the world), Tarbiyyah lessons;
- class, whole school and teachers assemblies;
- anti-bullying theme week explicitly discuss behaviour, bullying, its impact, how to support children in how to deal with bullying behaviour and when and how to seek help.
- Our school values and school code of conduct promote good behaviour choices and encourages children to have respect for each other and other people's property. Children are also consulted through in school pupil questionnaires and through regular meetings with the School Shurah council and School Buddies.

Staff regularly discuss behaviour with children and reassure children that staff are serious about dealing with bullying. Staff reinforce expected behaviour both inside and outside the classroom. The school has a playground behaviour log book where bullying incidents taking place in the playground during break or lunchtimes can be recorded.

Children are also supported in building positive peer relationships through the use of our School buddies(children who mediate in minor friendship issues in the playground or classroom)

The frequency of bullying

Bullying can take place several times a week or day. It can go on for months and even years. We recognise that although bullying often occurs within school it can also manifest itself beyond that realm. We expect parents, guardians, and carers to be vigilant in recognising its signs and to be supportive in the process of eliminating any form of bullying.

The motivation

The bully gets pleasure from other people's pain, fear and humiliation. The bully learns aggressive behaviour allows them to dominate their victim/s and gain satisfaction from getting their own way. Sadly, the bully may also learn that creating fear in the victim is a rewarding experience. The bully often focuses on younger, smaller or timid children. The bully increasingly relies on threat and force, even if this is just the 'perceived image' of what he/she wants to portray. The bully could even be someone who was bullied themselves, and therefore could see it as a form of revenge.

Different roles within bullying

We understand that there are different roles within bullying. Such as:

- The ring-leader, the person who through their social power can direct bullying activity.
- Assistants/associates who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Re-enforcers who give positive feedback to the bully, perhaps by smiling or laughing.
- Outsiders/bystanders who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.
- Defenders who try and intervene to stop the bullying or comfort children who experience bullying.

Direct and indirect bullying

It is important to distinguish the difference, for example, between those who are bullies and victims, and the larger group of students who are onlookers. Sometimes bullies operate in secret places, but often they feel quite confident that no one will stop them and they bully others in public. The onlookers are then party to the bullying.

Types of Bullying

Please see below for examples of different types of bullying.

Physical	
Severe beating	Taking equipment/property without permission
Physical abuse	Hiding shoes during salat times
Kicking, punching, arm twisting	Pranks/jokes
Flicking, poking	Vandalising property
Moving chairs	Petty theft
Mock theft	Mimicking
Pushing/pushing into queues	Racial intolerance
Through older brothers and sisters	Invading privacy
Exclusion tactics	Violent attacks

Name calling	Group warfare
Weaknesses ridiculed	"stirrers" – encouraging others to fight
Manipulation of others to victimise	

Emotional	
Cutting people out of peer group	"dropping people in it"
Mocking, 'taking the mickey'	Personal insult/ridicule
Referring to family/home life/clothes	Undermining self confidence
Teasing, taunting, coercion	Sarcasm
Highlighting difference	Making demands/threats
Victimisation (less able/most able)	Blackmail
Group condemnation	Destroying work/property

Racial	**Sexual**
Taunts	Unwanted physical contact
Graffiti	Sexually abusive comments
Gestures	

Homophobic	
Focussing on the issue of sexuality, can be physical or emotional.	Name-calling
Direct or indirect	Sarcasm
Verbal	Teasing
Spreading rumours	

Cyber bullying	
All areas of internet	Email
Internet chat Twitter	Facebook misuse
Mobile threats by text messaging	Misuse of associated technology , i.e. Camera and video facilities, i-pad, games consoles

Reasons for Bullying	
Dislike of victim	Gender
Jealousy	Religion
Justify own inadequacy	Culture
Assert/affirm reputation	Sen or disability
Power assertion over peers	Appearance or health condition
Entertainment	Sexual orientation, sexism, or sexual bullying
Homophobia	
Attention seeking activity	
Race	
Inadequate/less able	
Home circumstances, incl Young carers and poverty	
Troubled background/childhood	

Possible Locations of Bullying	**Signs to look for**
On the way to school	Fear of school
In classrooms – between lessons, during lessons	Fear of particular lesson(s)
In corridors	Fear of travelling to/from school
In the playground	Fear of another person
On the way home	Fear of being with certain groups
Outdoor/extra-curricular activities	Emotional/behavioural problems
In the toilets	Becoming withdrawn
In queues	Fear of certain groups
	Fear of certain areas in school
	Truancy
	Effect on performance
	Avoidance tactics
	Seeking protection
	Real or feigned illness

Accountability

Role of the Trustees

- To delegate powers and responsibility to the Headteacher to ensure everyone complies with this policy
- To be responsible for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

- To appoint an Anti-Bullying Officer
- Be involved in the decision making process regarding extreme cases of bullying
- To monitor the way in which this policy is managed
- To report back to the Trustees on the effectiveness of this policy

Role of the Anti-Bullying Officer

- To manage the end-to-end process outlined in detail below
- Cases of bullying or suspected bullying that are observed in class or around TPS must always be taken seriously by teachers and staff. Any occurrence that cannot be sorted out and dealt with by the class teacher should be discussed immediately with the Anti-Bullying Officer

This policy has a **'Bullying Incident Report Form'** (see appendix) which includes statements by the victim, the perpetrator, witnesses' and teacher. The statements on this form will be used as evidence when investigating the bullying incident and will be filed in the Anti-Bullying and Behaviour' folder located in the school office once the incident has been resolved.

Response

1. Staff should follow the following protocol when dealing with incidents of bullying:
   - All children and parents concerns around bullying must be taken seriously
   - Incidents of bullying will firstly be dealt with by the class teacher who will start the investigation by talking separately with all children involved
   - The class teacher will act as a mediator between the child being bullied and the child doing the bullying to discuss what has happened and how this made the child feel.
   - If staff witness or believe reported bullying behaviour or believe that behaviours may be indicative of or lead to bullying, then they should fill in a Bullying Incident Report Form (see Appendix) this form should be copied to the class teachers of all children involved, to the Headteacher and the Anti-Bullying Officer

Staff should not report an incident as 'bullying', just because children or other adults have chosen to describe it as such. Behaviour not characterised as described in the sections above but serious enough to warrant recording should be reported on the usual 'Behaviour book'. Regular reviews of these will allow patterns to emerge should bullying go undetected.

- The target of bullying will be assured that they should report any future incidents and know they will be listened to.
- The child doing the bullying may also be offered support. There are often underlying reasons why a child displays bullying behaviour and acts this way and that needs to be addressed
- The class teacher should make clear to parents (guardians and carers) of victims and bullies of the action being taken, why we are taking it and what the parents can do to help us reinforce our actions. Parents of both 'parties 'will be kept informed of outcomes of any bullying investigation and kept 'in touch' until it is felt there is no longer a risk of bullying.

- If parents report incidents of bullying not witnessed or reported at the time in school, a note is made of this in the **communication book**. Copies should be given to the Headteacher and class teachers concerned and staff are to be alerted to be watchful of the situation.

2.. Staff should, as always, watch for early signs of distress in a child's deterioration of work, spurious illness, isolation, desire to remain with adults, erratic attendance, etc. These may be the early signs of bullying, though there may (of course) be other causes.

3. Children must be made aware of who they can talk to in confidence (i.e., teachers, Headteacher) and must know that information will be acted upon discreetly and sensitively.

4. In dealing with a child displaying unacceptable behaviour, staff should make clear the serious consequences of repetition (see behaviour steps sanctions). However, staff should not 'bully the bully'. The school reserves the right to exclude children whose behaviour remains wholly unacceptable – withdrawal of playtime privileges, withholding participation in school activities (eg. trips or sporting fixtures), fixed term or permanent exclusion

5. Staff need to be aware of areas of the school where bullying might take place (e.g. Playground classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community and therefore staff must be sensitive to the times and situations when it may occur.

Bullying outside of school and cyber Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

At TPS the issue of cyber-bullying is explicitly tackled through internet safety lessons or during the internet safety theme, held annually. We recognize however, that this is a fast developing area and that we need to remain vigilant and be prepared to respond to a possible increase in incidents in the future potentially against both pupils and staff.

The DfE outlines the specific statutory power, held by Headteachers, to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises and can be seen as of particular value when dealing with cyber-bullying.

If members of the school community are involved in cyber-bullying against pupils, for example:
- Sending abusive or threatening email or text messages
- Posting malicious or abusive comments on a social media site
- Filming or passing on inappropriate material via mobile phone etc

the Headteacher is able 'to such an extent as it is reasonable to regulate the behaviour of pupils when they are off the school site', which could mean using any of the sanctions as outlined in our Behaviour Policy or involving external agencies such as the police as appropriate.

Bullying and school staff

Bullying of staff by other staff members or member of the public is not tolerated in the school. Bullying of children by staff is a form of abuse and covered in the schools Safeguarding Policy.

What to Do if You Encounter Bullying

First steps:

DO:

- ✔ Remain calm; reacting emotionally may add to the bully's fun and give the bully control of the situation
- ✔ Take the incident seriously and take action
- ✔ Offer help, advice and support to the victim
- ✔ Present allegations to the accused, seek reactions, counsel and monitor behaviour
- ✔ As appropriate bring together the bully and bullied for more formal discussions
- ✔ Reassure the victim; do not make him or her feel inadequate or foolish
- ✔ Encourage bullies to examine their own behaviour. Advise the bully of options available to him to prevent him from re-offending
- ✔ Decide whether your action needs to be private or public – and initially deal with things in private if you can
- ✔ Punish the bully if you have to, but be very careful how you do this; reacting aggressively should never be promulgated as a way of punishing a bully as it gives the message that it is all right to bully if you have the power, and can in certain circumstances exacerbate the bullying and so be counter-productive
- ✔ Explain clearly any punishment and why it is being taken

After taking the appropriate initial action:

DO

- ✔ Make sure that the incident does not live on through reminders from you
- ✔ If you have uncovered the 'trigger factor', try to think ahead to prevent any reoccurrence
- ✔ Follow-up each case to ensure that the victim is given support and that the bully changes their behaviour

DO NOT

- Be over protective and refuse to allow the victim to help him or herself
- Assume that the bully is bad through and through; his or her behaviour in this respect is unacceptable, but they have virtues in other areas – try to look objectively at the other behavioural traits in the bully
- Keep the whole incident a secret because you have dealt with it
- Involve the parents without first discussing with the Bullying Officer regarding a constructive plan to offer both sides

Advice to Children

TPS aims to create a friendly, happy environment where every child can feel safe from any abusive, threatening or unpleasant behaviour. Children can help us to achieve this by doing all they can by watching out for, reporting and even preventing any form of BULLYING.

Additionally:-

- Children are asked to discourage bullying behaviour by not supporting the bully in their actions.

- Children are expected to inform Teachers/Staff/Adult immediately of incidents of bullying or distress which may result from bullying behaviour. This applies to bullying behaviour which is directed at them or to others.

- Children must not put up with bullies in their friendship groups.

- Adults and Children should work together to resolve problems and to help prevent further bullying.

Children must also always refer to examples from the Quran and Sunnah:

Also in a *hadith* (report): "On the authority of Abu Huraira (May Allah be pleased with him) who said that the Messenger of Allah (May the peace and blessings of Allah be upon him) said: '*Do not envy one another, do not inflate prices one to another; do not hate one another; do not turn away from one another; and do not undercut one another, but be you, O slaves of Allah, brothers. A Muslim is the brother of a Muslim: he neither oppresses him nor disgraces him, he neither lies to him nor does he hold him in contempt…..*'" (Reported by Muslim)

Monitoring the Effectiveness of the Policy

Annually the effectiveness of this policy will be reviewed, or when the need arises, and the necessary recommendations for improvement will be made to the Trustees.

Signed: ***L Khan*** (Headteacher)

Signed: (Chair of Trustees)